



Practical idioms with speech bubbles as an approach to building interpersonal communication

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ABSTRACT

Learning idiomatic expressions is a fundamental aspect of language acquisition, especially for non-native speakers. However, understanding and using idioms often presents challenges that can make language learning frustrating and monotonous. This article explores an innovative approach to teaching idioms by using "bubbles" in a creative, interactive format to facilitate interpersonal communication in English and other languages such as Russian and Uzbek. The approach emphasizes the importance of teacher experience, context-driven exercises, and engaging activities that cater to various language proficiency levels (A1, A2, B1, B2, C1). The paper discusses the impact of well-structured worksheets, the use of comics and cartoons, and the division of learning into age-appropriate stages, all of which contribute to more effective idiom acquisition. This approach aims to remove biases and foster a deeper understanding of idiomatic expressions within cross-cultural contexts.

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“Nutq pufakchali” idiomalar yondashuvi orqali shaxslararo kommunikatsiyani rivojlantirish

ANNOTATSIYA

Kalit soʻzlar:

idiomalar,
oʻrganish,
kontekst,
ijodkorlik,
qiziqish,

Idiomatik iboralarni oʻrganish tilni oʻzlashtirishning muhim jihatidir, ayniqsa, chet tilini oʻrganayotgan oʻrganuvchilar uchun. Biroq, idiomalarni tushunish va qoʻllash koʻpincha til oʻrganishni asabiy va monoton qilishi mumkin boʻlgan muammolarni keltirib chiqaradi. Ushbu maqola “pufakchalar”ni ijodiy, interaktiv

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o'zaro aloqalar,
idiomatik ifodalar,
pufakchalar,
madaniy ong,
bilish darajalari,
o'qitish usuli,
kommunikatsiya.

formatda qo'llash orqali idiomalarni o'rgatishga innovatsion yondashuvni o'rganadi va bu yondashuv ingliz, rus va o'zbek tillarida shaxslararo kommunikatsiyani osonlashtirishga yordam beradi. Yondashuv o'qituvchining tajribasi, kontekstga asoslangan mashqlar va turli til bilish darajalariga (A1, A2, B1, B2, C1) mos keladigan qiziqarli faoliyatlarning ahamiyatini ta'kidlaydi. Maqolada yaxshi tuzilgan ish varaqalari, komikslar va multfilm vaqti, shuningdek, o'rganishni yoshga mos bosqichlarga bo'lishning ahamiyati muhokama qilinadi, bu esa idiomalarni o'rganishni samarali qilishga yordam beradi. Ushbu yondashuv, xayoliy tasavvurlarni yo'q qilish va madaniy o'zaro aloqalar doirasida idiomatik ifodalarni chuqurroq tushunishni rivojlantirishga qaratilgan.

Практические идиомы с «Речевыми облачками» как подход к развитию межличностной коммуникации

АННОТАЦИЯ

Ключевые слова:

идиомы,
обучение,
контекст,
креативность,
вовлеченность,
взаимодействие,
идиоматические
выражения,
речевые облачки,
культурная
осведомленность,
уровни владения языком,
метод обучения,
коммуникация.

Изучение идиоматических выражений является основным аспектом освоения языка, особенно для носителей других языков. Однако понимание и использование идиом часто представляет собой трудности, которые могут сделать процесс обучения языку разочаровывающим и монотонным. В этой статье рассматривается инновационный подход к обучению идиомам с использованием «пузырьков» в креативном, интерактивном формате для облегчения межличностной коммуникации на английском языке и других языках, таких как русский и узбекский. Этот подход подчеркивает важность опыта преподавателя, контекстуальных упражнений и увлекательных видов деятельности, которые соответствуют различным уровням языковой компетенции (A1, A2, B1, B2, C1). В статье обсуждается влияние хорошо структурированных рабочих листов, использование комиксов и мультфильмов, а также разделение процесса обучения на возрастные этапы, что способствует более эффективному усвоению идиом. Этот подход направлен на устранение предвзятостей и развитие более глубокого понимания идиоматических выражений в межкультурных контекстах.

INTRODUCTION

Learning idioms is often one of the more challenging aspects of mastering a second language. Idiomatic expressions are not always intuitive, and their meanings cannot always be deduced from the literal definitions of the words that comprise them. For non-native speakers, the learning of idioms can be frustrating and even tedious, leading to disengagement or a lack of retention. To address this issue, an innovative approach is needed, one that integrates creativity, context, and interactive learning activities to make idiom acquisition enjoyable and effective.

This paper proposes a novel method for teaching idioms using "bubbles" as a tool to enhance students' understanding and use of idiomatic expressions in English, Russian, and Uzbek. By incorporating comics, cartoons, and age-appropriate activities, the approach aims to engage learners at all proficiency levels (A1–C1). The goal is not only to improve learners' understanding of idioms but also to enhance their ability to communicate more effectively in real-life situations, fostering interpersonal communication skills.

The Challenges of Learning Idioms: For non-native speakers, learning idiomatic expressions often proves to be a difficult task. Idioms, by nature, are deeply rooted in the culture and history of a language, making them less accessible to individuals who do not have a native familiarity with the language's cultural references. Moreover, idioms often do not follow the standard grammatical rules of the language, further complicating the learning process. Learners of English as a second language (ESL) or any foreign language may face challenges when trying to understand idiomatic expressions. Idioms often represent cultural nuances and traditions that are unfamiliar to non-native speakers. A literal translation of an idiomatic expression is rarely accurate, and without the proper context, learners may misunderstand or fail to use idioms correctly. This is particularly true for languages that share few similarities in idiomatic expressions, such as English and Uzbek or Russian. Learning idioms can also be a monotonous experience, especially when the focus is solely on memorizing phrases without understanding their use in context. This often leads to decreased motivation and engagement. As Claudia Kwok notes, students struggle to express themselves in both spoken and written forms when they lack the confidence to use idioms naturally. Learning through context and interaction is far more effective than rote memorization, and this is where creative activities, such as using "bubbles" in idiomatic expressions, can make a significant difference.

The Role of Context in Learning Idioms: Context plays a crucial role in learning idioms. Idiomatic expressions are often tied to specific situations or contexts in which they are used, making them more meaningful and memorable when learners can see them in action. By providing context-driven exercises, teachers can enhance students' understanding of how idioms function in everyday communication. The concept of "bubbles" in idiomatic expressions refers to using visual elements, such as comic-style speech bubbles, to place idioms in engaging and familiar contexts. This can involve creating worksheets or exercises that incorporate idioms within fictional or real-world scenarios, where students can visualize how the idiom functions in context. The "bubble" design serves as a metaphor for communication: it represents the way idioms often "pop up" naturally in conversation, offering a way to express ideas more creatively and efficiently.

By using bubbles in worksheets and interactive exercises, learners are encouraged to think critically about the idiomatic expressions' meaning and usage. For example, a worksheet might feature a cartoon where characters are discussing a problem, with one character using an idiom like "burning the midnight oil". The student can then be asked to identify the meaning of the idiom and how it relates to the context of the conversation.

Teacher's Role in Contextualizing Idioms: For this method to be effective, teachers must carefully design exercises that are both contextually rich and culturally relevant. The idioms should be presented in scenarios that make sense to the learners, and teachers should encourage students to use the idioms in their conversations or written responses. By using culturally relevant scenarios, teachers can also help students see how idiomatic expressions differ across languages and cultures. This is particularly important

in multilingual classrooms, where learners from different backgrounds may have their unique perspectives on idioms. The bubbles approach to learning idioms offers several advantages. By combining visual aids, context-driven exercises, and interactive activities, this method allows for a more engaging and effective learning experience. Below are some of the key benefits:

1. Increased Engagement and Motivation

Students are more likely to enjoy learning when they can connect idiomatic expressions to real-life situations. Using cartoons and comic-style bubbles makes the learning process more visually stimulating and enjoyable. As Claudia Kwok suggests, students who are exposed to comics and cartoons feel more at ease learning idioms because the scenarios are relatable and the learning process becomes less intimidating.

2. Contextual Understanding

Idiomatic expressions are much easier to understand when they are placed within relevant and familiar contexts. This method helps learners visualize how idioms work in communication, improving their ability to use these expressions appropriately in their speech and writing.

3. Cultural Awareness

In multilingual classrooms, idiomatic expressions can vary greatly between languages. The bubbles approach can be tailored to highlight the differences and similarities between idioms in English, Russian, and Uzbek, promoting a deeper understanding of both language and culture. This not only helps students learn idioms but also fosters cross-cultural communication skills, which are essential in today's globalized world.

4. Flexibility for Different Proficiency Levels

The bubbles approach is adaptable for all levels of learners, from beginners (A1) to advanced students (C1). For lower levels, teachers can use simpler idioms and contexts, while for higher levels, more complex idiomatic expressions and nuanced scenarios can be introduced. This ensures that students at all stages of language acquisition can benefit from the method.

Dividing the Learning Process by Age Group

To ensure that the bubbles approach is effective, it is important to divide the learning process by age groups and proficiency levels. This allows teachers to tailor exercises to the specific needs and interests of different age groups and language levels. For example:

Kindergarten and Primary School: Younger learners can start with basic, visually appealing worksheets that introduce simple idioms through cartoons and images. They can practice understanding idioms in familiar contexts, such as family interactions or school settings.

Secondary School: As students grow older, they can begin to explore more complex idioms and their cultural significance. They can participate in group discussions or role-playing activities that involve idioms in various social contexts.

Adults and Advanced Learners: Adults and advanced learners can benefit from more sophisticated idiomatic expressions that reflect both formal and informal communication. This group can engage in debates or discussions where they are required to use idiomatic expressions naturally and appropriately.

CONCLUSION

Teaching idioms in a second language does not have to be a dull or overwhelming process. By integrating creative methods such as the "bubbles" approach, teachers can help students better understand and retain idiomatic expressions. This method not only makes learning fun but also ensures that learners gain a deeper understanding of how idioms function in communication. By using context-driven exercises, promoting cultural awareness, and tailoring activities to different proficiency levels, the bubbles approach offers a comprehensive and engaging way to build interpersonal communication skills through idiomatic expressions.

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